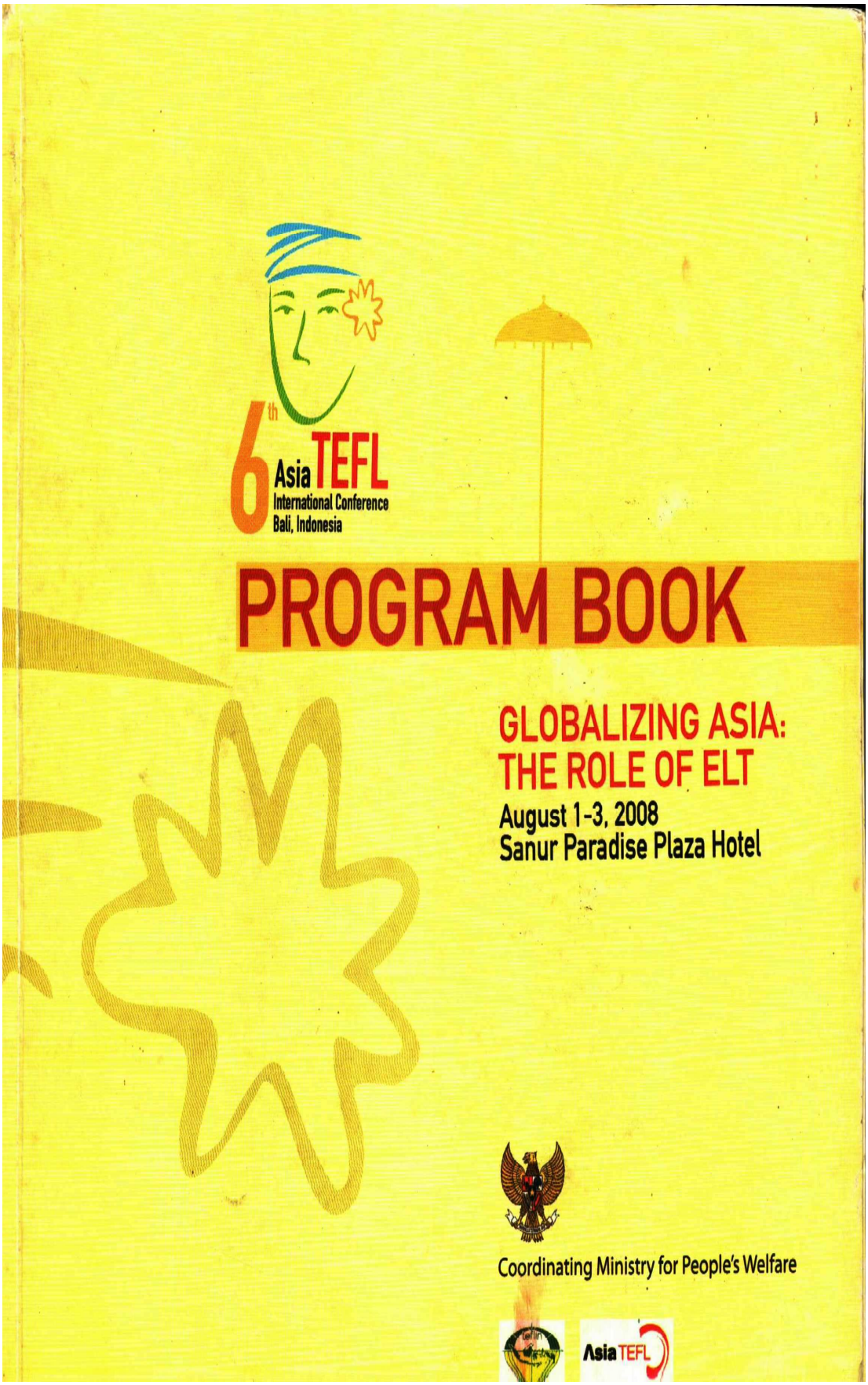

Presented at 6th Asia TEFL International Conference Bali, Indonesia August 1-3, 2008 at Sanur Paradise Plaza Hotel

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Asia TEFL 2008 Conference Program

9.00-21.00	REGISTRATION	

TIME	EVENTS	DAY 1 (August 1st, Friday)	
07:00-08:45	REGISTRATION OPENING CEREMONY WELCOMING DANCE OPENING ADDRESS WELCOMING ADDRESS	 Suwarsih Madya (Conference Committee Chair) Dewa Made Berata (Governor, Bali)	
09:00-10:00	WELCOMING ADDRESS KEYNOTE ADDRESS ASIA TEFL ANTHEM	Hyo Woong LEE (President, Asia TEFL) Prof. Dr. Bambang Sudibyo (Ministry of National Education)	
10:10-11:00	PLENARY SESSION 1	Melani Budianta (Indonesia) Malachi Edwin Vethamani	English in a Globalizing Asia
11:00-11:25 11:25-13:20	BREAK, BOOK EXHIBITION LUNCH, BOOK EXHIBITION, Friday Pray		
13:20-13:50	CONCURRENT SESSION 1 (20)		
	(1) Henny Herawati	Non-native English Literature in English LanguageLearning: Voicing Locality and Building Inter-cultural Understanding SINGARAJA ROOM Mika Miyasone	
	(2) Ika Lestari Damayanti	Dependent Females, Independent Males: Gender Construction in Visual Images in English Language Textbooks for Primary School Students NEGARA ROOM Josephine Muwarni	
	(3) Endang Sutartinah Soemartono	Using Local Literatures in English or Translation for Teaching English in Indonesia LEGIAN D Kalayo Hasibuan	
	(4) Jihyeon Jeon	Strategies for facing the Multidimensional Context and Realities of Asian Classrooms KINTAMANI A Kusni Askar	

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(9) Karen Konnerth
Finding The Story: Puppetry as Natural Motivator and Assessment Tool
LEGIAN ROOM C
NgLeeLuan

(7) Wu Songjiang
Contemplation on Translation in TEFL
DENPASAR ROOM A
Ichwan Sujudi

(8)Noverita Wahyuningsih
Using Crossword Puzzle To Promote English Proficiency Practical Activities
For ESP Classes
DENPASAR ROOM B
Hee-Kyung Lee

(9) Phyllis Chew
A Singapore: Schools in the Service of Society
DENPASAR ROOM C
Dongil Shin

(10) Arifa Rahman
DENPASAR ROOM D
Wang Jian

(14) Yongsuk Kim
A Reflective Teaching Process in an English Teacher Education Program

DENPASAR ROOM E
Suwartono

(15) Chongrak Liangpanit
Using a Corpus-Based Vocabulary Supplementary Exercises to Develop Reading Comprehension
for the Business English Majors
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(16) Lee Ann
An Investigation of EFL Pre-service Teachers' Motives in Joining the Teaching Profession
TABANAN ROOM
Elisna

(17) Shameem Rafik-Galea & Prema Nair
Moulding Learners' Comprehension of Literary Texts Through Scaffolding
AMLAPURA ROOM
Sesilia Rani Setyo Sari

(18) Hermawati Syarif
The Influences Of Individual Grammar Exercises In CALL Lab On Students' Grammar Achievement Improvement
BADUNG ROOM

(19) Clyde Fowle (Workshop 4),
Writing Natural English: how research can inform practice
BANGLI ROOM

This paper therefore proposes a model of teaching ESP using crossword puzzle which we call ASIATEFL (Ask, Set, Instruct, Anticipate, Take action, Examine, Find, and Learn). This model is applicable to promote English skills and competence of ESP learners by making the most of crossword puzzle using the following steps.

- Ask these questions to begin with: why, what, who, which, and how to use the puzzle for teaching ESP.
- Set the type of crossword puzzle by either selecting from the available puzzle or creating a new one
- Instruct clearly before giving the puzzle to the students
- Anticipate any difficulties by giving examples and demonstration
- Take action, and perform your teaching with the crossword puzzle
- Examine and monitor the process as classroom facilitator
- Find any constraints and positive points from the implementation
- Learn from your teaching using puzzle for a better performance

These steps can be applied into several practical activities using crossword puzzle to develop students' proficiency:
pairwork activity, reading clues, providing
clues, puzzle completion, puzzle gap,
combining puzzles, etc.
By understanding how to make the best use of crossword puzzle and applying 'ASIATEFL' to teach English, ESP teachers are expected to be able to promote students' English proficiency.

Hermawati Syarif, Refnaldi
State University of Padang

The Influences Of Individual Grammar Exercises In Call Lab On Students' Grammar Achievement Improvement

This article is one part of the research report conducted in Computer Assisted Language Learning (CALL) lab at the English Department FBSS UNP Padang. Based on the review of recent literature of CALL, we found that CALL equipment has seldom been used in grammar teaching. Due to this, the research on it is needed to be conducted. The article entitles The Influences of Individual Grammar Exercises in CALL (e-grammar Exercises) on Students' Grammar Achievement Improvement aims at describing the hypothesis testing, namely, the individual e-grammar exercises conducted through CALL significantly improve students' grammar mastery.

The quasi-experimental design was used to see some changes in students' achievement in learning English grammar. From the two classes determined, one class was treated as the experimental class and the other was the control one. Through 7 seven topics of the course in eight weeks, the lecture was started by exploring the text related to the materials talked about to both classes. Mostly, the initial activities are varied. It began with asking and answering questions about the activity related to the topics; reading written texts; or talking about actual events.

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THE INFLUENCE OF INDIVIDUAL GRAMMAR EXERCISES IN *CALL* LAB ON STUDENTS' GRAMMAR ACHIEVEMENT IMPROVEMENT

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INTRODUCTION

In foreign language teaching, the teaching of grammar has been widely debated with the development of linguistic theories and language pedagogies. The primary focus of the debate has recently shifted from whether the grammar of the target language should be taught (Fotos & Ellis, 1991) to how it is taught. In recent years, language teachers and researchers are thus developing various ways to teach grammar. For example, Ellis (1995) and Wen (2001) employ interpretative tasks in grammar teaching. They "emphasize helping learners to notice grammatical features in the input, comprehend their meanings, and compare the forms presented in the input with those occurring in learner output" (Ellis, 1995). Another kind of grammar teaching is to put discourse analysis into grammar teaching (Hughes & McCarthy, 1998). Their research claims "there are very good reasons for developing discourse grammars for L2 teaching and exemplify the criteria for moving from sentence-based grammar to the discourse level". Thornbury (1999) proposes several strategies in teaching grammar to EFL students. He discusses the reasons for teaching grammar, teaching grammar from rules, teaching grammar from examples, and teaching grammar through texts.

Using the computer to help grammar teaching was also started. Computer Assisted Language Learning (CALL) has recently become an important issue to many language teachers all over the world. It has moved from "a mere sideshow, a curiosity to holding a solid position in modern language teaching" (Hubbard,1996, Warschauser & Healey, 1998). When it moves into language classroom, it starts to play an important role in the language teaching from different aspects and has been proved to be an effective tool in the language classroom. However, CALL in grammar learning and teaching has a few reported cases (Huang, 1985; Chapelle 1990) and its value is still in doubt.

CALL in grammar teaching has demonstrated some advantages. It is believed that the computer provides active learning conditions for students because in this computer-assisted learning mode students do not passively follow the teacher. As a result, students have improved in grammar (Huang, 1985). In Japan, Uemura (2002) finds that CALL can help Japanese students with their grammar. He provides interactive grammar exercises on CD-Rom for his students that allow them to work independently at their own pace. The CD-Rom exercises present actual scenes with real language context to motivate students and to stimulate them through different modes of materials. For example, in the traditional classroom students read written

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exercises, and only see with their eyes. Now with CD-Rom exercises, they have sound to listen to, and visual pictures and written language to see as well. These different modes of material attract their attention as well as stimulate them through different senses. This experiment has come up with the data showing that most students have improved their attitudes to grammar learning and their grammar competence.

Chapelle (1990) in the United States has employed CALL in grammar teaching. She did "a discourse analysis of student-computer interaction enabled by viewing the student and the computer as two participants in a dialogue". This research provides an in-depth insight of how computers can facilitate grammar learning. The truth is that the grammar exercises have been programmed with built-in intelligent feedback. When students do the exercises, they get sensible suggestions which improve their understanding of the grammar items.

What about the use of CALL in Indonesia, especially in State University of Padang? The fact shows that there is only one research related to Computer Assisted Language Learning (CALL) in the English Language Teaching Study Program of State University of Padang. Irwansyah (2003) conducted the research on students' perception on the use of CALL Laboratory in English Department of State University of Padang. He found that students' perception on the use of CALL laboratory was good.

There are some reasons for this. First, CALL is the system which is not widely used in English department of UNP because not many people know how to use CALL in teaching and learning process. As a result, no lecturers or students are interested in researching CALL. Second, CALL can only be used if some kinds of equipment, such as computers, LAN, and a wife variety of software, are available. English Department of UNP only has limited capability to provide these. Finally, the capability of the department to maintain and develop the CALL program is also limited, in terms of skills and budget, so that CALL Laboratory can not be used optimally and effectively.

As the advantages are obviously revealed in the reported research cases, we are wondering if we could combine CALL with classroom teaching to help our students improve their grammar mastery. Since our teaching context is different, we conducted a tentative experiment to test if grammar instruction by computer is feasible. From the problem stated as follow: "*Does the grammar exercises conducted through CALL influence Their Grammar Achievement Improvement?*", it is hypothized that the individual e-grammar exercises conducted through CALL significantly improve students' grammar mastery. This research is mainly aimed at identifying the improvement of students' grammar achievement. The result is hopely important for the English Language Teaching Study Program in determining the strategy for optimizing Computer Assisted Language Learning (CALL) program to improve students' ability in learning English through the use of technology, especially in the teaching of English grammar. The finding of this research is expected to be useful for the grammar lecturers or CALL lecturers in giving the treatment to the students in order to improve their grammar mastery.

Teaching Grammar

Grammar as one of the language elements and taught to deepen its mastery is developed through the language integrity. Ur (1996: 83-89) claims that grammar can be learned effectively by self-experience both in spoken and written way. He says that grammar practice is very important for students to use grammar acquired automatically. Thus, different steps of practice should be prepared, started from form

focused accuracy (controlled drills) up to fluent acceptable productions (free-discourse).

Chen (1995) suggested a model of teaching grammar, that is by integrating explicit grammar instruction (EGI) and communicative language teaching (CLT). EGI is the way of learning grammar by using strategy of conscious students' awareness toward the rules of language learned; nevertheless, the learning is always in line with communication framework. Both Ur and Chen seem to have the same opinion on the importance of grammar in foreign language teaching and learning. This model was implemented by Syarif (2002) to the SMA students with the result that the students got more confidence in expressing their ideas and so did they got higher achievement.

Still in grammar teaching, Brown (1994: 351) claims that an inductive approach is currently more in favor because of four reasons. Firstly, it is in keeping with natural language acquisition. Secondly, it conforms more easily to the concept of interlanguage development in which learners progress through possible stages of rule acquisition. Next, it allows students to get a communicative "feel" for some aspect of language before getting possibly overwhelmed by grammatical explanation. And the last one is that it builds more intrinsic motivation by allowing students to discover rules rather that being told them. However, a blend between deductive and inductive approach is indeed more appropriate.

It's been always many techniques offered in grammar teaching research at the English Department of FBSS UNP Padang. After having found the positive influence of communicative approach with inquiry techniques toward the students grammar achievement in English department on her research conducted in 1989, Syarif (2003) again conducted classroom action research on grammar class at the same department with blend approach suggested by Brown with various learning activities, such as classical activities, discovery learning and various tasks. The finding shows that collaborative work of two lecturers as researchers results the improvement of students mastery and use of grammar, their motivation and self confidence, and their positive attitude toward grammar learning.

Computer Assisted Language Learning

The field of CALL involves the use of a computer in the language learning process. CALL programs aim to teach aspects of the language learning process through the medium of the computer. CALL programs can be (and have been) developed for the many parts of the language learning process. Some of the factors that determine the characteristics of any CALL program include (a) the language taught, (b) the language of instruction,(c) the language writing system (both roman and non-roman character based), (d) the level of the language to be taught (from absolute beginners to advance),(e) what is to be taught (grammar, informal conversation and pronunciation), and (f) how it is to be taught.

CALL straddles the fields of computing and language learning. One of the criticisms that language teachers generally have about CALL programs is that they are generally driven by the technology (or by those who have mastered the technology). They argue that in the rush to use the latest "great feature", pedagogical considerations are often ignored. Just because a computer can endlessly drill a student about subjunctive verbs in Spanish does not mean that it is the correct way to teach them. Even if a computer can have several different flashing images on the screen at

once to make a screen “more interesting”, it does not mean that it enhances the learning process.

Computers have been used for language teaching ever since the 1960's. According to Warschauer & Healey (1998), this 40-year period can be divided into three main stages: behaviorist CALL, communicative CALL, and integrative CALL. Each stage corresponds to a certain level of technology and certain pedagogical theories.

In the 1960's and 1970's the first form of computer-assisted Language Learning featured repetitive language drills, the so-called drill-and-practice method. It was based on the behaviorist learning model and as such the computer was viewed as little more than a mechanical tutor that never grew tired. Behaviorist CALL was first designed and implemented in the era of the mainframe and the best-known tutorial system, Plato, ran on its own special hardware. It was mainly used for extensive drills, explicit grammar instruction, and translation tests (Ahmad, et al., 1985).

Communicative CALL emerged in the 1970's and 1980's as a reaction to the behaviorist approach to language learning. Proponents of communicative CALL rejected behaviorist approaches at both the theoretical and pedagogical level. They stressed that CALL should focus more on using forms rather than on the forms themselves. Grammar should be taught implicitly and students should be encouraged to generate original utterances instead of manipulating prefabricated forms (Jones & Fortescue, 1987; Philips, 1987). This form of computer-based instruction corresponded to cognitive theories which recognized that learning was a creative process of discovery, expression, and development. The mainframe was replaced by personal computers that allowed greater possibilities for individual work. Popular CALL software in this era included text reconstruction programmers and simulations.

The last stage of computer-assisted Language Learning is integrative CALL. Communicative CALL was criticized for using the computer in an ad hoc and disconnected fashion and using the computer made 'a greater contribution to marginal rather than central elements' of language learning (Kenning & Kenning, 1990: 90). Teachers have moved away from a cognitive view of communicative language teaching to a socio-cognitive view that emphasizes real language use in a meaningful, authentic context. Integrative CALL seeks both to integrate the various skills of language learning (listening, speaking, writing, and reading) and to integrate technology more fully into language teaching (Warschauer & Healey, 1998). To this end the multimedia-networked computer provides a range of informational, communicative, and publishing tools that are potentially available to every student.

The materials in electronic media such in CALL are mostly prepared for individual exercises. Focus on Grammar (FOG), for example, is one set of computer software providing the variety. Students can choose the exercises related to the task assigned. It is such kind of software providing extensive English grammar exercises and the aim is the students can use the language appropriately and confidently. Each unit presents a balanced approach with a variety of activities. It is also self-sufficient. Besides, the response is good to visual and auditory instruction (Gordon, 2000:1).

Nagatta (1995) did the research on the potential benefits of interaction with multimedia software environments by providing strategies to enhance teaching and learning processes. It illuminates some aspects resisting the development of quality interaction while using teaching-learning English as a foreign language multimedia. Interaction includes communication or inter-personal-machine contact and multimedia

includes audio (speech, sounds, or music), video (text, graphics, pictures, animations, movies) and interactivity (via keyboard, mouse, or microphone). A combined ethnographic and oral analysis is used to describe the participant group dynamics. In the development of this research, adults from the Extension English Program were observed in the English as a Foreign Language (EFL) Grand Colombia University Language Laboratory. Results from this study are expected to contribute to the area of TEFL and to raise critical questions about the integration of multimedia in the curriculum and to study how to foster interaction among learners, teachers and the use of multimedia software.

Huang and Liu (2000) did the study on how students adjust themselves in learning English with the aid of multimedia computers and the interaction between students and multimedia computers. The literature of past research in the Communicative Language Teaching Approach and computer-assisted language learning usually look into the topics in their own domain. The research combining the two fields is not common so far, which makes this study important. This study addressed three questions. First, what are the similarities and differences of language teaching and learning between a traditional classroom and a multimedia language lab under the communicative framework? Second, are there any changes in the roles of teachers and students when they are in a different teaching environment from traditional classroom? Third, what are the implications of the Communicative Language Teaching Approach (CLT approach hereafter) in a multimedia computer language lab in teaching? The result of this study is although this study shows that the CLT approach is not as successful as we had expected in a setting of the multimedia lab, this study suggests that with the fast development of computer technology, foreign language teaching in a setting other than the traditional classroom is still a promising trend.

Chen (2006) did the research on the effect of the use of L1 in a multimedia tutorial on grammar learning. The subject of this research was Taiwanese Beginning EFL Learners. She found that L1 played a role in the process of beginning EFL learners' writing in English. Understanding linguistic differences between students' L1 and English may help the learners reduce interference from their first language.

Nutta (1998) did the study on post-secondary English as a Second Language (ESL) students' acquisition of selected English structures based on the method of instruction—computer-based instruction versus teacher directed instruction. The results showed that for all levels of English proficiency, the computer-based students scored significantly higher on open ended tests covering the structures in question than the teacher-directed students. No significant differences were found between the computer based and teacher-directed students' scores on multiple choice or fill-in the-blank tests. The results indicate that computer-based instruction can be an effective method of teaching L2 grammar.

Ligao and Lei (2001) conducted the study on a tentative experiment using a computer program to teach grammar to high school students. The research examined how CALL was used in the instruction of one verb tense—the Present Perfect Tense to our learners and how it facilitates learning. This study consisted of three procedures: (1) open observation (2) questionnaire survey on 240 subjects (3) tests focusing on 60 subjects. The aim of the study was to demonstrate how CALL can be integrated into grammar teaching in the communicative classroom and the effect of this combination between CALL and classroom teaching. In the experiment, a

computer-assisted grammar program and a Grammar Test were used as the research instruments. The conclusion of this study showed that CALL can be looked upon as an effective tool to help learners and teachers with grammar.

METHOD

By using cluster sampling technique, two classes of the first year students of English department registered in the second semester (January—June, 2007) were taken as the sample.

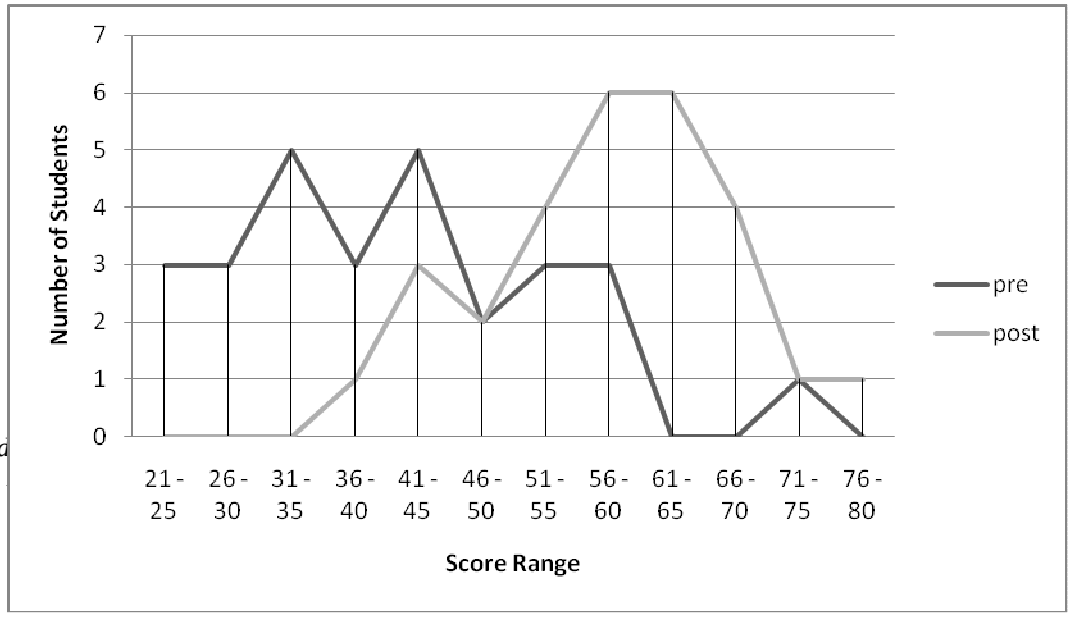
The quasi-experimental design was used to see some changes in students' achievement in learning English grammar. From the two classes determined, one class was treated as the experimental class and the other was the control one. Through 7 seven topics of the course in eight weeks, the lecture was started by exploring the text related to the materials talked about to both classes. Mostly, the initial activities are varied. It began with asking and answering questions about the activity related to the topics; reading written texts; or talking about actual events. This activity is the stepping stone to get the rank scale of the clause structure. The topics discussed were in the level of phrase, clause, or clause complex. Scaling of the language depended on the main topics discussed. After comprehending the level of scale structure, the students were directed to use it by performing it in three functions of language system, namely, experiential, interpersonal, and/or textual meaning.

Individual exercises in the experimental. class were done in CALL lab with the soft ware materials related to the topics (interactive grammar exercises on CD-Rom), from the intermediate level of *Focus on Grammar* (Gordon, 2000) . While in the control group, the exercises were assigned freely. And both were collected every week. *T-test* was used to prove the hypothesis.

FINDINGS AND DISCUSSION

The comparison between the result of the pre-test and the result of the post-test of the experimental class is that, the lowest score of the pre-test is in the range of 21-25 and the lowest score of the post-test is in the range of 31-35. The highest frequency is in the range of 31-35 and 41-45 for the pre-test result, while the highest frequency of the post-test result in the the range of 56-60 and 61-65. Furthermore, it can also be stated that 22 students obtain the score above 50 in their post-test result, while in the pre-test result there are only 7 students who get above 50. The following graph describes the comparison between the result of the pre-test and the post-test score of the experimental group:

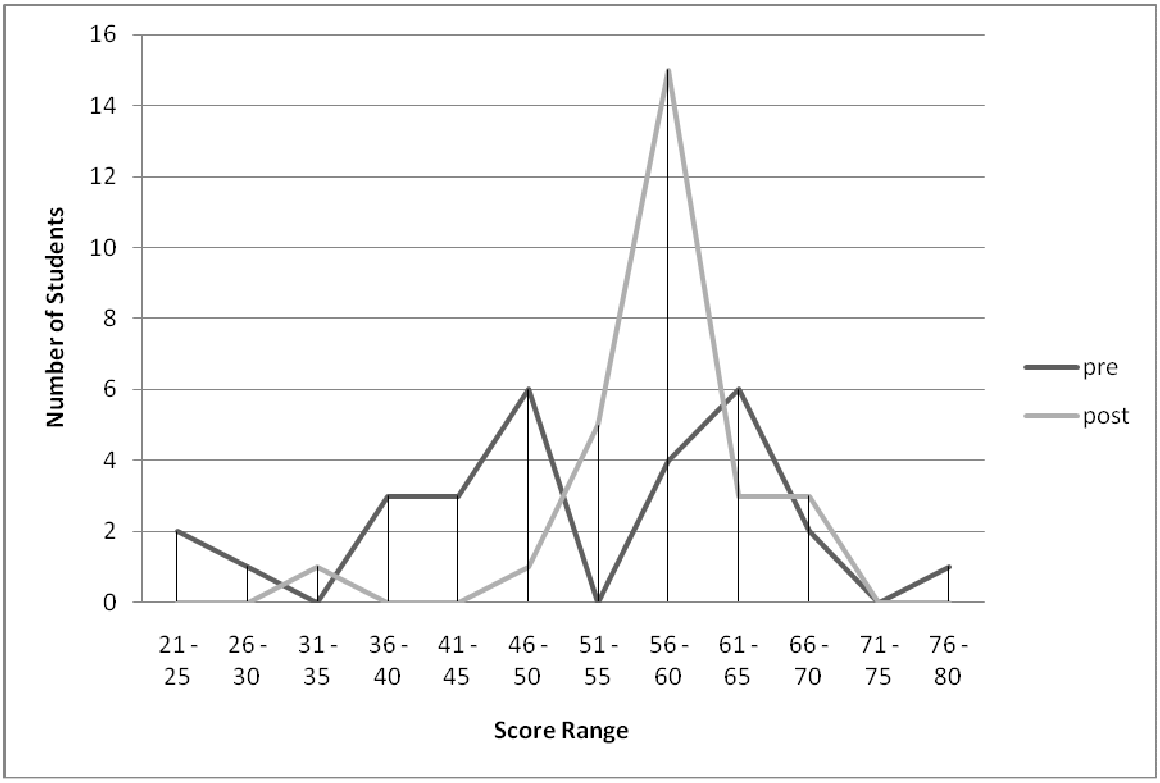
Graph 1. Pre-test and Post-test Scores of Experimental group



Presented
Paradise

On the other hand, the comparison between the result of the pre-test and the result of the post-test of the controlled class is that, the lowest score of the pre-test is in the range of 21-25 and the lowest score of the post test is in the range of 26-30. The highest frequency is in the range of 46-50 and 55-60 for the pre-test result, while the highest frequency of the post-test result is in the the range of 56-60. Moreover, the highest score of the pre-test result of this group is in the range of 76-80, while the highest score of the post-test result is in the range 71-75. 26 students obtain the score above 50 in their post-test result, while in the pre-test result there are only 12 students who get above 50. The following graph describes the comparison between the result of the pre-test and the post-test score of the controlled group.

Graph 2. Pre-test and Post-test Scores of Controlled Group



Since the design of the research is 'pre-test and post-test design', the data of this research was analyzed by using 'matched t-test' proposed by Hatch and Lazaraton (1991). The gain score of the experimental class is obtained by substracting the score of the post-treatment with the score of the pre-treatment, and the gain score of the controlled group is also obtained by using the same way.

From the calculation, it is analysed that the Mean (M) of the experimental group's scores on the pre-test is 41.61, and the Mean of the post-test score of the same group is 58. The standard deviation (SD) of the pre-test score is12.94, and that of the post-test score is 9.73. The difference (D) between the post-test score and the pre-test score is 459. The Mean of the gain between the post-test and the pre-test is 16.39, and the standard deviation is 10.44.

Next, The Mean (M) of the pre-test score of the controlled group is 51.50, and the Mean of the post-test score of the same group is 57.68. The standard deviation

(SD) of the pre-test score is 12.94, and that of the post-test score is 9.73. The difference (D) between the post-test score and the pre-test score is 173. The Mean of the gain between the post-test and the pre-test is 6.18, and the standard deviation is 11.32.

The following table summarizes the result of statistical analysis of the pre-treatment and the post-treatment scores for both groups.

Table 1. The Statistical Analysis of the Students' Scores on Grammar test

	Experimental group		Controlled group		Gain	
	Pre-	Post	Pre-	Post-	Experiment	Control
N	28	28	28	28	28	28
M	41.61	58.00	51.50	57.68	16.39	6.18
SD	12.94	9.73	13.64	6.57	10.44	11.32
Sum	1165	1624	1442	1615	459	173

The analysis of the t formula describes that if the t calculated was the same or less than the critical value of t in the table, the hypothesis was rejected. However, if the value of t calculated was bigger than t table, the hypothesis was accepted.

From the analysis, it is seen that t-observation of students' grammar score is 3.447, while the t-table on the degree of freedom of 54 and at the level of significance of 0.05 is 2.01. It means that t-observation is bigger than t-table. It shows that there is a significant difference between the two classes on grammar mastery. Therefore, the hypothesis: *"the individual e-grammar exercises conducted through CALL significantly improve students' grammar mastery"* is **accepted.**

Based on the result of the hypothesis testing, the finding shows that *Individual e-grammar exercises in the CALL laboratory can significantly improve ELT students' grammar mastery (achievement).*

This finding is consistent with Nutta's finding (1995) that the computer based instruction is more effective than teacher-directed grammar instruction. Although the sample size of this study was too small to draw definitive conclusion, the study does present evindence of meaningful differences in the experimental group grammar score. If the grammar tests measure students' achievement or mastery in grammar, it would seem that the individual e-grammar exercises in the CALL Laboratory support the improvement of students' achievement than without this kind of exercises.

Surprisingly, the pre-test scores of the students in the experimental group is lower than that of in the controlled group, but after the treatment, the students in experimental group make a significant improvement. The mean score of the experimental group is higher than that of in the controlled group. This finding may indicate, as Ellis (1993) has suggested, that the use of computer based grammar learning can complement conventional grammar instruction, and more effectively enable students to improve their grammar achievement.

CONCLUSION AND RECOMMENDATION

Since t-observation of students' grammar score (3.447) is bigger than t-table (2.01), at the level of significance of 0.05, it reveals that there is a significant difference between the two classes on grammar mastery. So that, the hypothesis "giving individual grammar exercises in CALL lab gives the better result on students' grammar mastery" is *accepted***.** It's in line with the theory saying that the computer based instruction is more effective than teacher-directed grammar instruction.

It is recommended that the CALL laboratory of the English Department FBSS UNP Padang be provided with various appropriate innovative hardware and software equipment to make all activities in lab work well; the English students prepare themselves with more independent activities in CALL lab to make use of grammar function; the Grammar lecturers care about considering the use of many kinds of e-media to support their teaching learning process in using correct and appropriate grammar rules; and further researches about implementing Grammar teaching learning process by using all equipment of CALL in the lab be conducted.

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Table 4.6 Students' Scores on the Grammar Test

	Experimental Class		Controlled Class	
No	Pre-test	post-test	Pre-test	Post-test
1	59	69	49	58
2	30	63	48	49
3	39	70	60	59
4	74	76	44	58
5	22	42	69	60
6	60	58	66	66
7	35	58	39	68
8	52	54	78	68
9	21	42	62	60
10	45	57	60	60
11	38	61	50	57
12	50	65	62	58
13	42	59	62	56
14	35	49	24	53
15	21	44	21	34
16	34	53	48	59
17	42	46	50	58
18	32	38	40	56
19	44	66	29	54
20	30	73	48	64
21	60	63	61	58
22	47	63	60	55
23	43	52	43	51
24	40	60	64	65
25	52	65	40	63
26	29	58	64	56
27	34	54	45	55
28	55	66	56	57
Sum	1165	1624	1442	1615